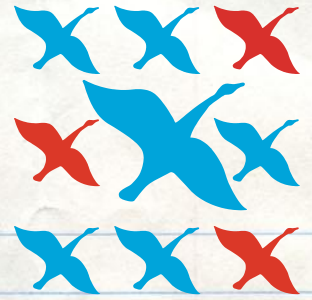


WILDE GANZEN



ONTWIKKELINGSSAMENWERKING

PI-DOC 9: BETTER BASIC EDUCATION FOR ALL

Brikama IBS 2010/11

AS AT
22.02.11

Enrolment list	NO. OF BOYS	NO. OF GIRLS	TOTALS
1	197	253	450
2	212	175	387
3	205	211	416
4	215	235	450
5	185	191	376
6	183	185	368

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organization or school cannot change the curriculum itself. Organizations can however lobby the government to adjust the curriculum to the local context. Schools can choose to teach additional subjects.

Learning content consists also of text books and teaching materials. When books and materials are lacking, teachers sometimes develop their own means from materials that are locally available e.g., clay and sticks. Another aspect is that in many countries the language of instruction in the classroom is not the pupil's native language. In many cases in the first years of primary education the children are being taught in the local language and attention is paid to their own culture. This increases the children's reading skills, strengthens the link between home and school and increases not only their motivation, but also that of the teacher.

4 Learning processes

Learning processes are about the interaction between the teacher and the pupil and the way the teaching content is being taught. The learning process can be focused on the child (*child centred*). Teachers often have knowledge of methods that can improve the learning process, such as active and participatory learning. But when it comes to applying these different teaching and learning processes, there is often a big difference between theory and reality. In overpopulated classrooms the most used method is frontal teaching (also known as *talk & chalk*). Adjusting the lessons to the individual learning needs of pupils is a real challenge. A good learning process is characterized by:

- the variety of activities - there should be at least 6 different activities (listening, reading, writing, debating, singing, drawing, measuring, trading, explaining to other children, etc.) during each (part of the) day;
- the time a child spends on a task (*time on task*);
- use of learning means, e.g. course book and textbooks.

5 Learning environment

The learning environment is the classroom, the school, the community and the structures in which education functions. In developing countries this infrastructure is often poor: buildings are too small, there is insufficient light, not enough seats, chairs or textbooks. This influences the quality of education directly. The quality of the learning environment is also crucial in the decision of attending school: the availability of clean drinking water and toilets determine whether children - and girls in particular - will be permitted by their parents to attend school.

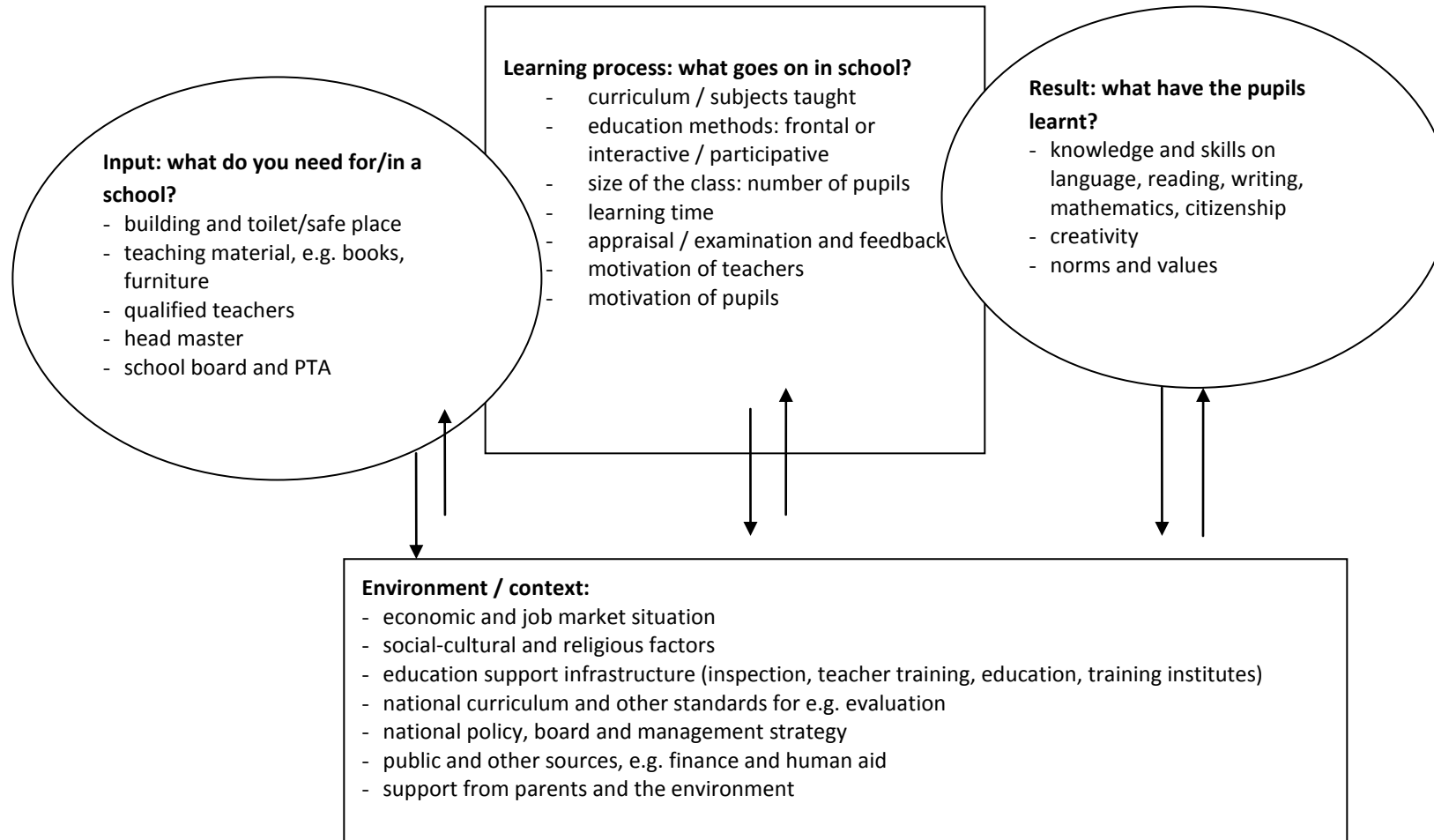
Besides the physical learning environment, the systems in which education functions are crucial: the school management, the community, the government. The education system makes the teacher accountable to the school principal, who is accountable to the education office of its district, etc. But there should also be accountability: towards the parents, the school management committee, the PTA and the pupils. Parents and teachers have official influence via parent teacher associations (PTAs) and school management committees. This structure exists everywhere, but doesn't always work. When many parents are illiterate their role can be limited. Trainings can substantially improve the parents' influence in education. This also counts for children's committees where children can make clear what is important to them.

The school inspection is also part of the official education system. In general, the inspections are of a formal nature, the emphasis is e.g. on administrative affairs or even searching for flaws or mistakes. In many countries people would like the inspection to be more geared to reinforcing and supporting education.

6 Learning outcomes

Learning outcomes involve the objectives education strives for. In many countries pupils work towards standardised objectives that can be tested in a national exam. All lessons are aimed to get the best exam results. The exam results also determine the pupil's chances for further education. Regardless of the nationally formulated objectives, teachers, pupils and parents all have their own expectations of the outcome of education. Teachers expect their pupils to come up with good exam results while parents can expect that education leads to a good income. It is important that all who are involved agree on the desired learning outcome. This defines whether or not children go to school and how motivated they are.

Quality of education: model for input, learning process, result and context:



Local language teaching in Peru

Indigenous people in the Andes mountains of Peru speak their own language, Quechua. There are far too few schools and the teachers mostly teach in Spanish. Children who attend school are not able to properly follow the lessons. As a consequence, a 12-year-old can leave school with the level of an 8-year-old. Another aspect is that the subjects taught are aimed at life in the city so that children have to learn all kinds of subjects about the city that are unknown to them. This gives them the impression that their own culture is inferior, a reason why many children quit school. The organisation Fe y Alegria improves intercultural and bilingual education by training teachers in their knowledge of Quechua and by developing new teaching materials. Besides, Fe y Alegria involves parents in education so their children will be sent to school at the right age. Schools that have been supported by Fe y Alegria have seen an increase in the number of pupils. Especially girls stay longer in school.

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Wilde Ganzen

Heuvellaan 36
1217 JN Hilversum
The Netherlands
t 035 - 625 10 30
f 035 - 624 66 77
rekening 40 000
info@wildeganzen.nl
www.wildeganzen.nl